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|  |  | 12  R: Pre-test Visualization Reading Response  W: Pre-test Write a personal narrative  LS: Wilfred book, discuss author’s style | 13  L1 Students learn that the goal of reading is to make meaning. L2 Students activate prior knowledge and monitor thinking.  W: L1 Students discover a personal narrative topic.  L2 Students generate topics they deeply care about.  LS: The Wind Blew | 14  No Students |
| 17  R: L3 Students refer to stories to support their thinking and deepen comprehension through text to self-connections. (MM)  W: L3 Students focus on small moments. MODEL under doc camera  LS: Jamaica Tag Along | 18  R: L4 Students will make a text-to-self connection.  W: L4 Students add details to topics to expand their story. (index cards tea party) | 19  R: L5 Students will retell the story using transition words. READING RESPONSE  W: L5 Students plan and write first draft. MODEL and teach to writing process  LS: | 20  Botanic Gardens field trip  \*\*\*Encourage students to write about the FT | 21  R: L6-7 Students monitor their reading for meaning. BIG BOOK  W: L6 Students recognize BME of stories, learning the craft where middle of story is a list.  LS: Tulip Sees America |
| 24  R: L8 Students refer to text to explain their thinking. (MM)  W: L6 Students recognize BME of stories, learning the craft where middle of story is a list. HAIRS  LS: Alexander and the Terrible… | 25  R: L9 Students refer to text to support thinking and make a text to self-connection.  W: L7-8 Students learn how authors use the craft of cause and effect.  LS: Too Many Tamales | 26  R: L10 Students respond to a text, telling the main idea. READING RESPONSE (I do, we do, you do)  W: L9 Students write a problem and solution for their stories.  LS: What Mary Jo Shared | 27  R: L11-12 Students will use context clues to understand unfamiliar words. GHOST POEM  W: L10 Students identify the setting of their story. Refer to Tulip and other previously read books.  LS: Boa Book | 28  R: L13 Students use visualization to enjoy and understand a story.  W: L11 Students look at descriptive passages and borrow ideas and images for their own writing. Refer to Too Many Tamales  LS: A Tree Is Nice |
| 1  R: L14 Students use visualization to enjoy and understand a story. MY BABY BROTHER  W: L12 Students experiment with word choice. Teach to revise: model adding in PL/repeating lines.  LS: My Mama Had a Dancing Heart – powerful lang | 2  R: L16 Students will connect their images to background knowledge. Baby Brother Reading Response  W: L14 Students will craft and plan a beginning. (3x5 index card – setting activity) SUTW  LS: Tar Beach | 3  R: L15 Students will retell story using transition words. READING RESPONSE  W: L13 Students learn to craft and plan an ending for their writing. SUTW  LS: Abuela | 4  R: L17 Students visualize to understand a character’s thoughts and actions. DRY SKIN  W: L15 Students learn to identify and reflect about what they have learned as writers.  LS: Visualizing character books – point out words used to describe character | 5  R: L18 Students visualize to understand character motivation. Dry Skin  W: L16 Students write physical descriptions of their characters by exploring mentor text.  LS: |
| 8  R: L19 Students will answer questions to talk and think more deeply about the book they read.  W: L17-18 Students explore character development (thoughts, motives, and values). | 9  R: L20 Students practice visualizing strategy as a response to text.  W: L19 Students explore how characters grow and change. | 10  R: L21 Students visualize and infer about the character for deeper understanding.  W: L20 Students analyze how authors reveal character traits of main characters. | 11  R: L22 Students visualize and give evidence of their thinking.  W: L21 Students create a rubric (guide towards analytical rubric). | 12  R: L 23 Students infer about characters based on dialogue.  W: L22 Students revise writing. |
| 15  R: L24 Students self-monitor and search for clarification clues.  W: L23 Students edit writing. Refer to editing chart.  LS: An Angel for Solomon | 16  R: L25 Students self-assess their skill and set goals.  W: Complete finals BRAINSHARK  LS: | 17  R: L25 Students self-assess their skill and set goals.  W: BRAINSHARK: Picture with voice over  LS: | 18  R: L25 Students self-assess their skill and set goals.  W: L25 Students reflect on their narrative. | 19  R: Post Assessment (previous read aloud)  W: Post-Assessment  WRITING CELEBRATION at 11:00 |

Reading Pre-assess: Students visualize the last two pages of Paperboy.

Writing Pre-assess: Write a personal narrative.